**Predicting and Confirming**

# Overview

Predicting involves making educated guesses about what will happen next in the story. In order for predicting to be an effective strategy, we need to revisit our predictions often throughout the reading. Readers should think about whether new information confirms our predictions or whether it leads us to change them. Students should be stopping two or three times at strategic times during the reading to either confirm or adjust their predictions. (Refer to Predict and Confirm Organizer)

#### Predicting activities include:

• Questioning

• Directing the students to look at the pictures.

• Use of key words

• Stopping at a part of the story and having students predict what will happen next.

• Predicting the ending.

• Predicting what the character will say.

• Predicting character traits.

• Predicting sequence of events.

#### How to Make a Prediction

Incorporate predictions into pre-reading activities for each book. A great example of how to do this is in the lesson for [*Stone Soup*](http://lesson-plans-materials.suite101.com/article.cfm/teaching_lessons_from_stone_soup) by Ann McGovern [Scholastic Inc, 1986]. For younger students, creating something for them to write their prediction on will help emphasize the importance of making a good prediction. Teach students how to predict what will happen in a story by looking at the front of the book, and discuss the title and picture. These both give hints as to what will happen in the story.

Another option for making a prediction, is to have the students do a picture walk through the book to find out what they can from the pictures. This activity does not involve any reading, so try to prevent students from reading anything yet. Once the student has looked through the book and gleaned what information he could from the pictures, guide him to make an informed prediction about the story.

#### Making Good Predictions

Teach students to make good predictions instead of just saying anything to satisfy the requirement. A good prediction uses the clues in the title, front page picture and illustrations inside the book to make a guess about what the book is about. Saying that the book is about a boy or about an animal is not an acceptable prediction. Having your students include a character and an action or main event in their prediction is a good way to improve their sleuthing skills.

Teaching students to make predictions and using this skill before reading a book will not only give students a purpose for reading, but will help improve their comprehension of the text. This will help to motivate the students to read.

# Predicting and Confirming Strategies

# First Lines

First Lines is a **pre-reading** comprehension strategy in which students read the beginning sentences from a book and then make predictions about that book. This technique helps students focus their attention on what they can tell from the first lines of a story, play, poem, or other text. As students read the text in its entirety they discuss, revisit and/or revise their original predictions.

#### Why use first lines?

* It helps students learn to make predictions about the content of what they're about to read or what is about to be read to them.
* It helps students focus their attention on what they can tell from the first lines of a story, play, poem, or other text.

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| --- | --- | --- | --- |
| **When to use:** | Before reading | During reading | After reading |
| **How to use:** | Individually | With small groups | Whole class setting |

#### How to use first lines

1. Choose the assigned reading and introduce the text to the students. Ask students read only the first line of the assigned text, or if using your read aloud, read aloud only the first line.
2. Ask students to make predictions for the reading based on the first sentence.
3. Engage the class in discussion about the predictions.
4. Encourage students to return to their original predictions after reading the text, assessing their original predictions and building evidence to support those predictions which are accurate. Students can create new predictions as well.

# Anticipation Guide

This strategy helps students anticipate the direction of the text. At the same time you can pre-assess their knowledge of the content.

* To prepare an Anticipation guide, identity the major concepts students will be learning in a particular area. Could be from the selection, the article, the chapter, the unit, etc.
* Develop 3 to 7 statements around the general theme of the material. These statements should be ones that students can agree or disagree with and as well have a column marked unsure that will invite discussion.
* List the statements on a worksheet, make copies and give to students.
* Instruct them to read each statement and mark whether they agree or disagree with it or are unsure.
* Accept all answers and invite some discussion. This will be where you identify misconceptions or student beliefs.
* Read the text or proceed with your instruction.
* After they read or study the content, have the students review their statements. Give them a chance to change their responses based on what they’ve read or learned.

This is a tool to help you with differentiation because you have set students up to know what to look for in the content they’re about to read or the material they’re about to study.

Ex: Hamlet Agree Disagree Unsure

1. Families generally have a member’s best interest in mind. \_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

2. Power eventually corrupts the people who have it. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

3. Evil often spirals out of control. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

4. Revenge is the only way to gain true justice. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

5. Having a clear goal, and the ambition to achieve it, is

honorable. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

# DRTA (Directed Reading-Thinking Activity)

#### The DR/TA encourages active reading by:

* Activating prior knowledge
* Helping you to focus on the topic
* Predicting
* Checking accuracy of predictions

#### PROCEDURES:

1. Students read selection title (and perhaps a bit of the selection) and make predictions about content.
2. Students read to the first predetermined stop. They confirm, refine or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses.
3. Students read the next section and follow procedures in step two. This cycle continues until text is read.
4. Follow-up activities may be completed after the text is read.

#### NOTES:

* The teacher should facilitate (but not direct) thinking by asking questions such as, What do you think? Why do you think so? Can you prove it?
* The teacher may summarize points that students make during the discussion, but should take care not to let his or her values or interpretations dominate. The teacher's role is to foster thoughtful student participation.
* The teacher should not pre teach vocabulary, set the purpose for teaching, or ask the questions found in the teacher's manual.

#### Sample graphic organizer that could be used:

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|  |
| --- |
| **Topic:** |
| **What I know:** |
| **What I think I know:** |
| **What I think I’ll learn:** |
| **What I know I learned:** |

# Making Predictions Implementation Guide

#### Overview

One of the most important strategies students can use when approaching a new reading assignment is making predictions. The List-Group-Label method, a strategy to activate what students know about a topic, builds and expands on what students know, and helps them organize that knowledge before beginning reading. This strategy can also be used as a diagnostic instrument to find out what students know about a subject before they read and as an organizational tool to facilitate higher-level thinking through making predictions. Because the strategy involves the categorization and labeling of words, List-Group-Label also makes an excellent preceding strategy for a vocabulary development lesson.

#### The Strategy in Action

Students should complete the following steps to practice the strategy. Be sure

to pass out copies of Activity Guide 7 before students begin their work.

**Step 1: Make a Word List.**

Have students look at the cover of the book and list as many words as possible related to the topic/title. These words may be associations they come up with from memory if the topic of the book is very familiar. If you conduct the discussion with the entire class, write the word lists in columns on the board or on an overhead transparency. If the discussion occurs within a small group, a student can record the words on a piece of paper.

**Step 2: Look for Word Associations.**

Students group items by indicating which words belong together. It is important that one student indicate which words go together in a group. Either you or the students then

mark the words with an X or O or some other symbol. If another student wants to add to the group, it is important that the first student be consulted because he or she may be thinking of a different category. Students can use words more than once.

**Step 3: Label Word Groups.**

The student who came up with the original group should now go back and label each group. These labels actually represent concepts, and the words are then examples of these concepts.

**Step 4: Make a Concept Map.**

Individually or in small groups, have students use the words listed to create concept maps.

**Step 5: Read the Text.**

Have students read the passage.

**Step 6: Revisit the Concept Map.**

Before reading, students should go back and take another look at the map, adding information from the reading. During reading, students may note whether or not the map they created was consistent with the ideas presented in the text. After reading, students elaborate on their maps using the ideas in the text. This expanded map actually represents the connection of what they knew before reading and what they learned about the topic.

**Discussion**

Once students have finished the activity, encourage the students to probe why they organized the words and labels as they did and how the new information fit into their initial organization.

# Graphic Organizers for Making Predictions

* Predicting and Confirming
* Predicting and Checking

**Predicting and Confirming**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_­­­­\_\_ Date: \_\_\_\_\_\_\_\_**

**Title of passage: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  | **My predictions:** | **What actually happened:** |
| **Beginning** |  |  |
| **Middle** |  |  |
| **End** |  |  |

**Predicting and Confirming**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_­­­­\_\_ Date: \_\_\_\_\_\_\_\_**

**Topic: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Page #** | **Make a Prediction** | **Was it right?**  **Yes No** | |
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